



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF TECHNICAL VOCATIONAL EDUCATION AND LANGUAGES

COURSE CODE: EAP511S	COURSE NAME: ENGLISH FOR ACADEMIC PURPOSES
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DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY/SUPPLEMENTARY EXAMINATION QUESTION PAPER	
EXAMINER(S):	Mr B. Kamwi Ms T. Kanime Mr C. Gwasira Ms J. Hunter Ms Y. Lyamine Dr S. Ithindi
MODERATOR:	Dr N. Mlambo

INSTRUCTIONS
1. Answer all questions 2. Write clearly and neatly 3. Number the answers clearly

PERMISSIBLE MATERIALS

1. Examination paper
2. Examination script

THIS QUESTION PAPER CONSISTS OF 12 PAGES (Including this front page)

Read the following research article and answer the questions below. The original article has been adapted for assessment purposes.

Investigating the eLearning challenges faced by students during Covid-19 in Namibia

By Godwin Kaisara & Kelvin Joseph Bwalya

Abstract

A (Abstract omitted)

Introduction

B Since the outbreak of the coronavirus (COVID-19) in China in December 2019, the pandemic has had an unprecedented disruptive influence on people's lives across the globe, perhaps the greatest socio-economic disruption since the Second World War (WW11). The pandemic has had a detrimental effect on educational systems worldwide, leading to the widespread closure of institutions of learning in almost all the countries in the world. As of July 08, 2020, the United Nations Educational, Scientific and Cultural Organization (UNESCO) estimated that 1,184,126,508 learners had been affected by school closures globally (UNESCO, 2020). As a result of the suspension of face-to-face classes, many institutions of higher education migrated classes to online platforms.

C Historically, many institutions of learning have paid significant attention to Information and Communication Technologies (ICTs), as they are regarded as influential tools in increasing access, managing knowledge, and increasing engagement (Gunga & Ricketts, 2007, Mohammadi, 2015). ICTs have long been celebrated for their transformative power on various facets of life (Rambe and Bere, 2013), oftentimes with a degree of utopian bliss (Mare, 2013). The purported transformative power of ICTs has also found an eager audience in the learning domain, with its proponents arguing that the permeation of ICT in education is an inevitable development (Clegg, Hudson & Steel, 2003). As a result, the idea of appropriating ICTs for learning purposes is both popular and seductive to many. Inevitably, the COVID-19 pandemic has shone the spotlight on the purported benefits of learning technologies, or e-learning. Elearning is defined as the usage of ICTs in the delivery of instruction, information, and learning content (Bhuasiri, Xaymoungkhoun, Zo, Rho & Ciganek (2012).

D E-learning has been embraced by an enthusiastic audience in Africa, chiefly owing to its perceived potential to accommodate learners in varying circumstances (Zongozzi, 2020). Proponents of e-learning argue that it improves the quality of education, students' performance, and engagement levels (Shen & Ho, 2020). However, despite the widespread enthusiasm towards e-learning, its use remains in an embryonic stage (Barteit et al. 2019; Eke, 2010; Liu, Han & Li, 2010). Notwithstanding, the COVID-19 pandemic has once more provoked renewed interest on the utility of ICTs to access learning information, thrusting e-learning back on the mainstream. As with their global counterparts, universities in Namibia have adopted e-learning to ensure that learning activities continue in the midst of the COVID19 pandemic. In a country that is regarded as one of the most unequal societies in the world (Pauli & Dawids, 2017), the rollout of e-learning has been received with both optimism and trepidation.

E The purpose of this paper is to report on the challenges faced by undergraduate students when accessing learning resources at the Namibia University of Science and Technology (NUST) during the COVID-19 lockdown measures. Student perceptions are an important aspect of e-learning success, yet there is a paucity of studies on challenges faced by these key stakeholders when using e-learning in the Namibian higher education context (Woyo, Rukanda and Nyamapanda, 2020), particularly in the unusual environment created by the COVID-19 pandemic. E-learning has historically tended to be too technologically centred, with the inevitable consequence of institutions of learning overemphasizing the technologies to the detriment of other factors (Kibuku, Ochieng & Wausi, 2020). It is axiomatic that e-learning success is more than just access to the technology.

Literature Review

F There is no agreement on when ICTs were initially introduced into the education sector, with equally as many answers as there are attempts at answering this question (Alkharang & Ghinea, 2013; Bagarukoyo & Kalema, 2015; Hubackova, 2015). For example, Alkharang and Ghinea (2013) argue that the appropriation of ICTs for teaching and learning started in the 1960s, whilst Hubackova (2015) points out that the cornerstone of modern e-learning was set in the late 1980s, with the term e-learning first used in 1999. Similarly, Bagarukoyo and Kalema (2015) state that in the South African Higher Education context, e-learning emerged in 1990s. Whilst the term e-learning might be relatively new, ICT appropriation in education is not. With new technological developments, scholars and practitioners across the world are still interested in harnessing computing power for enhancing access to academic knowledge.

G Similar to global trends, a number of African countries have adopted e-learning to extend the reach of education in their territories. The growing student numbers in African universities, coupled with a declining number of qualified faculty, have catalysed the demand for e-learning (Gunga & Ricketts, 2007; Jaycoba & Ilonga, 2019; Lwoga, 2012), with some universities making the adoption of e-learning platforms mandatory (Mpungose, 2020). Some of the reported benefits of e-learning include a reduction in costs, the provision of convenient and flexible learning, less environmental impact, as well as access to quality education (Alkharang and Ghinea, 2013). With many resource-constrained African countries struggling with limited infrastructure that cannot accommodate all prospective higher education students (Lwoga, 2012), the promised benefits of e-learning may explain the widespread enthusiasm around e-learning in Africa.

H Whilst e-learning has been promoted an equaliser that can enhance access equity (Awidi & Cooper, 2015), there are a number of scholars who urge caution and reflection when embracing e-learning. In **their** article outlining various myths around e-learning, Njenga and Fourie (2010, p. 202) question whether e-learning does indeed improve teaching or merely embraced as a “virtual fashion”. They further opine that some policy makers are misinformed or misguided on aspects of embracing electronic technologies. The authors argue that the technology as a panacea mindset has led to the adoption of inferior innovations, in some instances, doing so whilst rejecting superior ones. In a similar vein, Clegg et al. (2003) argue that e-learning is shaped by technological determinism and warn against what they regard as passive acceptance of e-learning driven by the neoliberal globalisation paradigm.

I Munro (2018, p. 15) provides a fierce polemic against the threat of neo liberalisation and marketisation of higher education. The author questions the implementation of e-learning in the United Kingdom (UK), labelling it as “rather more banal”. She argues that e-learning technologies are held as essential tools necessary for opening and extending the reach of UK institutions into new markets. **She** also warns against the potentially pedestrian, inequitable, and pedagogically harmful implementation of digital technologies, owing to the neoliberal ideology and its efforts at the

marketisation of higher education. Munro (2016) analysed various e-learning policy documents published over a 10-year period in the UK and concluded that the promises of e-learning were exaggerated, unsubstantiated, duplicitous, and sometimes justified through contentious claims. Consequently, it is apparent that doubts regarding the promises of e-learning are not limited to Africa but transcend continental boundaries.

J In Africa, there is a paucity of evidence highlighting e-learning success stories, with literature awash with the promises of e-learning as opposed to actual success stories. Awidi and Cooper (2015) report that a leading Ghanaian university that played a pioneering role in the adoption of e-learning at the turn of the century, had made very little progress a decade later, in spite of the significant investments in ICT infrastructure. Among the problems faced by the university was the lack of a clear corporate e-learning strategy and policy. This is consistent with the observations made by Eke (2010), who noted that lack of vision and implementation frameworks contributed to e-learning failure. E-learning initiatives in Africa are often fragmented and not well planned, seemingly based on a “anything is better than nothing” strategy (Barteit et al. 2019).

K Whilst it is important not to throw away the baby with the bathwater, it is critical that African scholars and policymakers hold robust debates on critical success factors that are necessary for e-learning to thrive in the African context. In Namibia, there have been concerted efforts by policymakers to make ICTs an integral teaching tool at all levels of education. The Namibian government’s education ICT policy is aimed at capacitating learners, teachers, and the community for the modern economy (Gunga & Ricketts, 2007; Paledi & Alexander, 2018). Woyo et al. (2020) noted that whilst the Namibian government developed its ICT for education policy in 2005, research on the perceptions of higher education students regarding e-learning remains limited. They observed that the bulk of the extant literature in Namibia has focused on high schools, thus leaving a gap in knowledge that is yet to be adequately addressed.

L The utopian promises of ICT continue to be contradicted by the extant evidence (Rambe & Bere, 2013). The tangible and sustainable success of e-learning systems is a concern shared by universities, governments, and scholars (Stepanyan, Littlejohn & Margaryan, 2013). As a result, there is renewed interest among stakeholders in finding answers to a myriad of questions that still surround e-learning. E-learning continues to be punctuated by uncritical celebrations of its benefits (Rambe & Bere, 2013), and a paucity of the necessary critical appraisals (Munro, 2018). Thus, this paper adds to literature by reporting on the practical experiences with e-learning in Namibia during the COVID-19 induced lockdown.

Method

M A case study approach was employed to explore the experiences and perceptions of students who had enrolled for eLearning lessons during the COVID-19 induced lessons. An online survey instrument was created on Google forms and distributed through WhatsApp class groups. This was necessitated by the prevailing social distancing regulations that had to be observed due to the national lockdown. Furthermore, due to the vast distance and sparse distribution of the students, an online survey instrument was deemed as the most effective instrument at reaching the population. A mixed method approach with qualitative dominance was adopted. Questionnaires that included both closed and open-ended questions were randomly distributed to students enrolled for the Business and Information Administration (BIA) programme. University statistics indicate that the BIA programme has a student population of 279 students enrolled for the academic year 2020. The link to the survey questionnaire was distributed through WhatsApp groups, inviting students to share their experiences using the various e-learning tools used by educators. WhatsApp was used because it is the most

popular form of electronic communication in Namibia (Nuuyoma, Mhlope & Chihururu, 2020). In fact, one telecommunications company indicated that WhatsApp accounted for 98% of instant messages sent through its network (Amukeshe, 2018). Quantitative data were analysed and presented through frequency tables, whilst thematic content analysis was used to analyse the qualitative data.

Discussion

N The findings from this study reveal that the appropriation of e-learning still faces a number of challenges within the Namibian context. In spite of the utopian views of e-learning, there is more that needs to be done before e-learning may be regarded as a tool that could enhance access to education and inclusive learning for university students in Namibia. Due to a myriad of challenges, many scholars (e.g., Alkharang & Ghinea, 2013; Hedberg, 2006) in various countries posit that e-learning has failed to live up to its promised benefits. The challenges identified in this study, namely, lack of accessibility of e-learning resources, feelings of isolation, poor performing system, system layout, and home environment, are not unique to Namibia, but symptomatic of e-learning in many developing countries (see Alkharang & Ghinea, 2013; Kaliisa & Picard, 2017). The various challenges identified highlight the veracity of Bates' ACTIONS (for Access, Costs, Teaching and learning, Interactivity, Organisational issues, Novelty, Speed) and its updated version the SECTIONS (a which stands for Students, Ease of use and reliability, Costs, Teaching and learning, Interactivity, Organizational issues, Novelty, Speed) models. These models highlight the critical questions that should be problematized when implementing e-learning initiatives.

O Bates (2003) has provided a comprehensive discussion of the aforementioned frameworks. Failure to address the various challenges facing e-learning could ultimately lead to increased failure of e-learning initiatives. Some studies (e.g., Njenga & Fourie, 2010; Uppal et al. 2018) have argued that the student attrition rate is higher in e-learning as opposed to traditional modes of accessing education. This makes the assertion that e-learning information accessible to a wider audience questionable. Accessibility has been found to be an important priority for students in Namibia (Kaupa & Mang'unyi, 2020). The widespread use of mobile devices to access learning materials demonstrates the veracity of Donner and Gitau's (2009) position that the future of Africa is mobile-centric. Similarly, Asabere (2013) states that mobile devices are the future of learning in Africa, particularly in deprived and sparsely populated regions. Nevertheless, mobile learning is still a nascent field with underdeveloped theories and frameworks (Aguayo, Cochrane & Narayan, 2017; Liu et al. 2010), although it is developing as a distinct discipline divorced from the broader concept of e-learning. Thus, understanding the socio-cultural and economic context of mobile learning remains a virgin territory that needs further exploration.

Source: Kaisara, G & Bwalya, K. J. 2021. Investigating the E-Learning Challenges Faced by Students during Covid-19 in Namibia. *International Journal of Higher Education*, 10 (1), 308-318.

Part 1: Comprehension questions

[20 marks]

1. State the main purpose of this research according to paragraph E. (2)
2. Where was this research carried out? (1)
3. Quote a phrase from paragraph A which shows that the effects of COVID were felt all over the world. (2)
4. According to paragraph D, why has Namibia adopted e-learning with both hope and fear. (2)

5. True / False Scholars generally agree on the exact year when education systems worldwide began to use e-learning. (2)
6. The main advantage of e-learning is that (2)
 - A. It improves student' performance
 - B. Students' involvement is enhanced
 - C. Better education quality is achieved
 - D. All of the above
7. Pronoun reference (3)

What do the following pronouns in bold refer to in the given context?

 - (a) 'they' in paragraph C
 - (b) 'their' in paragraph H
 - (c) 'She' in paragraph I
8. Cohesive devices (3)
 - (a) Identify one cohesive device in paragraph D that signals a contrasting idea.
 - (b) Identify one cohesive device in paragraph F that signals comparison of two opinions.
 - (c) Identify one cohesive device in paragraph I that signals that something is happening as a result of what has been stated.
9. Vocabulary in context (3)
 - (a) Find one word in paragraph B which means 'something that had never happened before'.
 - (b) Find one word in paragraph C which means 'people who support a particular idea'.
 - (c) Find one word in paragraph G which means 'getting less and less or reducing'.

Part 2: Language usage

[10 marks]

1. Observe the following sentence from the comprehension passage and do the tasks that follow.

The purpose of this paper is to report on the challenges faced by undergraduate students when accessing learning resources at the Namibia University of Science and Technology (NUST) during the COVID-19 lockdown measures.

- (a) Identify one compound word from the sentence above. (1)
- (b) What part of speech is the word 'purpose'? (1)
- (c) Write the word **accessing** in its constituent morphemes. (1)
- (d) State the type of word formation for the word UNESCO in paragraph B. Choose one of the following: (1)

- A. Borrowing
- B. Coining
- C. Acronym
- D. Blending

2. Observe the following sentence from the comprehension passage and do the tasks that follow.

The link to the survey questionnaire was distributed through WhatsApp groups, inviting students to share their experiences using the various e-learning tools used by educators. WhatsApp was used because it is the most popular form of electronic communication in Namibia.

- (a) True / False The word 'educators' has a derivational morpheme. (1)
- (b) True / False The word 'distributed' has an inflectional morpheme. (1)
- (c) What part of speech is the word 'electronic' as used in the text above? (1)
- (d) State the type of word formation for the word WhatsApp in paragraph M. Choose one of the following:
 - A. Borrowing (1)
 - B. Coining
 - C. Acronym
 - D. Blending

3. Write the correct form of the word in bold by adding a suitable suffix.

- (a) This institution offers students the opportunity to enhance their **(create)**. (1)
- (b) Language policy for schools has been drafted; what remains is the **(implement)**. (1)

Part 3: Research analysis questions

[10 marks]

- 1. Which instrument was used to collect data for the study? (2)
- 2. Describe the target population for the study? (2)
- 3. How was the data collection instrument administered and why? (2)
- 4. What sampling method did the researchers use? (2)
- 5. Explain how the data in the study was analysed to address the research questions. (2)

PART 1: Report writing questions

[15 marks]

Read the newspaper report below.

Rehoboth residents demand more street lights

News - National | 2022-03-22 (Adapted)

By SHAROLDINE BOCK (<https://www.namibian.com.na/111007/read/Rehoboth-residents-demand-more-street-lights>)

THE lack of sufficient street lights is a major concern for residents of Rehoboth, who often fear for their safety at night.

Residents say many parts of the town are in darkness at night and have become a hotspot for criminal activity.

“People are raped, then they don't know who raped them, but if there were lights, at least one would be able to see the person,” said Charles Kooper, a resident of Block C. He said the community expects to receive such services because they are paying for it.

He added that the crime rate at Rehoboth is extremely high, making it unsafe to walk in the dark.

“It's a risk to let children walk to school early in the morning, but due to financial issues, you cannot afford to pay for your child's transport.”

Benhoff Makina, a community activist residing in Block E, agreed that the lack of street lights at Rehoboth is a major concern. “The darkness of the town is used by the criminals to attack and rob women, but men as well. When you go to the hospital over the weekend, you see that people were assaulted, stabbed or raped,” he said. “Women who wake up early in the morning for work can't use their shortcuts anymore because it's dangerous. They have to use the main road that is much safer,” he said.

Sophia Swartz, who lives in a dark street in Block F, said she lives in fear over weekends due to quarrels and violence in the area. She said light usually calms the situation, but without lights, it's like a war. “When the former mayor was here, he did many things for us. Now you just hear that the council will work on things but you don't see them working.”

Members of the Rehoboth Town Council were unavailable for comment; however, councillor Jackson Khariseb confirmed the issue at a Rehoboth Town Council meeting. “If you go to Block E at night, it's completely dark. It's really a challenge. It's a crime-infested suburb and nowadays many robberies take place in that area. “There are two high mast lights, but none of them have light,” said Khariseb. “Not only Block E, I just mentioned it because it's completely dark, it looks like a village when you go out at night.”

During the meeting, Rehoboth mayor Enrico Junius also noted that Block F has been experiencing the same issue. "It is not only Block E, but Block F also has only one set of lights. It is completely dark. Women phone me every day, complaining about the danger. "In front of Reho Cor Sentrum in the middle of town, there are two clubs that people walk from at night, and they get attacked," he stressed.

Council technical manager Rudolf Muhembo reported that the council is currently experiencing some challenges. "In our operational plan that the CEO presented yesterday, we have submitted a plan to address some of the areas, but the main issue is resources. It costs a lot of money, which we don't have. What we've done is pay from our operational fees," he said during the meeting.

As a NUST intern at the Ministry of Regional, Local Government and Housing and Rural Development, you have to write a recommendation report to brief your supervisor on the lack of street lights in Rehoboth, because the Ministry is concerned about the rising crime rate in the town. The Ministry was requested to make special funds available to remedy the situation, and your report will aid decision-making. You have decided to focus your report content on 1. How, in general, street lights improve community safety, 2. The current state of affairs regarding street lights and crime in Rehoboth, and 3. Solutions suggested and required to reduce crime in the area.

Show your **report title and Conclusion section ONLY**, paying attention to correct format, paragraph structure and the content required for the Conclusion section of a report.

Part 2: Academic writing

[20 marks]

Read the paragraph below and answer the questions that follow.

¹During 2016, the UN convened for the first time in its 70-year history a world summit on humanitarian assistance, stating that "today, the scale of human suffering is greater than at any time since the Second World War" (United Nations, 2016). ²It is estimated that up to 130 million people across the globe currently rely on humanitarian assistance to survive (United Nations, 2016). ³This has resulted in a renewed focus on disaster management policy (Ismail-Zadeh and Takeuchi 2007; Birkmann et al. 2010), which has the potential to greatly reduce the suffering of communities across the globe (Cutter 2016; Aka et al. 2017; Singh-Peterson et al. 2015). ⁴Consequently, there has been many international improvements and a recognition of the rewards of better planning for natural disasters, including improved early warning systems (Wenzel et al. 2001; Durage et al. 2013; Glade and Nadim 2014), improved application of risk registers on a range of scales (Glavovic et al. 2010; Markovic et al. 2016) and improved emergency communications (Miao et al. 2013; Lu and Xu 2014). ⁵In the developed

world, natural hazards still impact on society, however, developed economies have the resources to be able to consider effective mitigations strategies pre-event, rather than firefighting the consequences post-event. ⁶This is a far more effective strategy for dealing with natural hazards and is achieved through the development of regulatory frameworks that develop mitigation strategies and plans to minimise the impacts of potential disasters.

- 1.) Name the methods used to incorporate information from other scholars in the following sentences. (4)
 - a) Sentence 1
 - b) Sentence 3
- 2.) List two other methods authors can use to incorporate information from other scholars in their papers. (4)
- 3.) The underlined word in sentence 2 is an example of _____, which is a feature of academic writing. (2)
- 4.) Which sentence has a _____ error? In each case, write down the sentence number only. (2)
 - a) subject-verb agreement
 - b) punctuation
- 5.) What would you do to correct the errors in sentences you identified in question 4a) and 4b)? (4)
 - a) sentence 4
 - b) sentence 5
- 6.) The underlined in-text citation in sentence 1 is an example of _____. (2)
 - a) Narrative in-text citation
 - b) Parenthetical in-text citation
- 7.) What does **et al.** denote in the underlined citation in sentence 4? (2)

Part 3: Text structure

[10 marks]

Select relevant information below to construct a paragraph in which you contrast the minimum requirements for becoming a Windhoek City Police Officer and the requirements for a Namibia Police (NAMPOL) officer.

HOW DO I BECOME A WINDHOEK CITY POLICE OFFICER?	HOW DO I BECOME A NAMIBIA POLICE (NAMPOL) OFFICER?
<p>The Minimum Requirements:</p> <p>Candidates looking to become Windhoek City police officers must fulfil a number of requirements in order to be eligible for employment.</p> <ul style="list-style-type: none">• The applicant must be a Namibian citizen• Must not be under the age of 18• Must not have been convicted of a criminal offence• Must be in possession of a B or BE license. (Professional Authorization (PA) Driving License will be added advantage)• Grade 12 with a minimum of 25 points• Bachelor’s degree in Adult Education and Community Development• Bachelor’s degree in Criminal justice/Policing• Basic Traffic Diploma or Basic Police Diploma (will be an added advantage)	<p>Minimum requirements: An eligible candidate must:</p> <ul style="list-style-type: none">• Be in possession of an authentic Grade 12 certificate with at least twenty (20) points or higher in six (6) subjects including an E – Symbol in English.• He or she must have good knowledge of community-based programmes, good interpersonal relations, and willing to work with the communities, specifically at the borderline.• Be at least 25 – 40 years of age; furnish proof of his or her age by means of a certified ID document.• Be free from mental or physical defect, disease or infirmity which will interfere with the proper execution of police duties; Be willing to submit himself/herself for a complete medical test, that include physical examination and blood test.• Allow his or her fingerprints to be taken to determine previous conviction. Not have been convicted of any offence under schedule 1 and must have a good character;

Your paragraph should consist of the following.

- 1) topic sentence (2)
- 2) supporting details (5)
- 3) concluding sentence (1)
- 4) two text structure specific cohesive devices (2)

Part 4: Citation and reference

[15 marks]

The two following questions have steps please follow them diligently:

- a) Read the following published sentence and then paraphrase it—that is, rewrite it in your own words. You do not need to repeat every element. Instead, try changing the focus of the sentence while preserving the meaning of the original. Now look at the source information in b and figure out the in-text citation of your paraphrased sentence. Then add a parenthetical citation to your paraphrased sentence. (9)

Published sentence

Leaders who lack emotional and social competence undoubtedly can become a liability to

organizations, directly leading to employee disengagement, absenteeism, stress-disability claims, hostile-workplace lawsuits, and increased health care expenses.

- b) Now, write an APA Style reference list entry for the published work using the source information provided. (6)

Source information

- Document type: Journal article (Section 10.1)
- Authors: Kenneth Nowack and Paul Zak
- Publication year: 2020
- Article title: Empathy enhancing antidotes for interpersonally toxic leaders
- Journal information: Consulting Psychology Journal: Practice and Research, Volume 72, Issue 2, pages 119–133
- DOI: <https://doi.org/10.1037/cpb0000164>

-END OF EXAM-